

# Education

## Ontario



Ministry  
of  
Education

Ministry of  
Colleges and  
Universities

Hon. Bette Stephenson, M.D., Minister  
Harry K. Fisher, Deputy Minister

## Time capsule a Lambton bicentennial project

The Lambton County Board of Education plans to bury a time capsule in a ceremony before 25,000 students as part of its Bicentennial celebrations.

"This time capsule is not for future generations, it's for us," explains Allen Wells, director of education at the Lambton board. "It lets us consider how we want to be remembered and what we want to be remembered for."

The students themselves will select what is to be put into the capsule, under the careful eye of their teachers. The ceremony is scheduled to take place May 26.

Mr. Wells recalls the story a few years ago about a U.S. school that buried a time capsule with student contributions. One student had included a book of Polish jokes. When word leaked about the book, a controversy erupted which resulted in the time capsule being exhumed and the book removed.

"Needless to say, we'll be watching the contributions closely," he said.

A number of dignitaries have been invited, including the Queen herself. The Mayor of Sarnia has asked the Queen, who will be visiting Brantford this summer, to add the ceremony to her itinerary.

According to Norm Reid, the Ministry of Education's representative on the provincial Bicentennial committee, Lambton County has one of the most highly developed programs of Bicentennial activities in the province.

For example, the Lambton board has prepared a kit of 43 Bicentennial ideas relating to subject areas of school curriculum which students are encouraged to pursue. Among them are such projects as interviewing local historians, displaying antiques, exhibiting paintings of the Loyalist era, preparing foods, sewing

together Loyalist-era fashions, conducting square dances, and studying early newspapers.

The board has also encouraged schools to conduct major theme studies in which students in kindergarten through Grade 8 work together on projects using the enterprise method. In a typical Sarnia school, for example, the 415 students in the school would be divided into 20 groups representing several grades. They might investigate the significance of Ontario's symbols such as the trillium and the red ensign, or discuss their family origins and heritage.

The board is also using a log cabin in one of the county's parks and a local museum for visits and class projects.

Mr. Wells notes that the adults have not been forgotten in Lambton's Bicentennial program. Sarnia will be the site of a conference on the Bicentennial theme sponsored by the public and separate school boards, and Lambton College of Applied Arts and Technology.

Its theme is "From where have we come, where are we going?". The conference will be held on May 25 and 26 on the Lambton College campus.

"We've tried to organize activities which support the Bicentennial theme 'to celebrate together'," Mr. Wells adds.

Explaining Lambton's spirited efforts on behalf of the Bicentennial, Wells said that "I have the support of a committee of trustees and teachers who believe if you're going to do something, you might as well do it well."

"We also felt the Bicentennial was a good way to develop a sense of unity among the schools by employing a central theme which could be sustained throughout the year," Mr. Wells said.

The Lambton board has organized over 50 Bicentennial events during the coming year.



## Jack Davis first recipient of Energy Educator Award

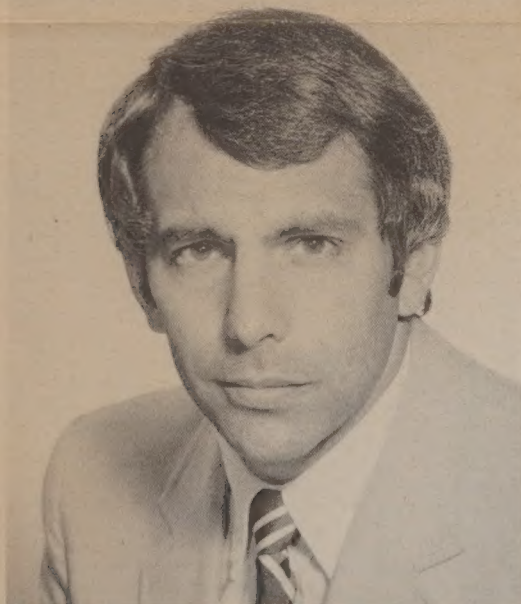
The 800 members of the Association of Energy Educators of Ontario have named the Energy Educator of the Year Award after Mr. Jack Davis, its first recipient.

The award, which was created to recognize outstanding contributions to energy education in Ontario, was presented to Jack by the Honourable Philip Andrews, Minister of Energy, at the fifth annual Energy Educators Conference in Orillia in February.

Expressing his pleasure in receiving the award, Jack said: "I consider that the highest honour a teacher can receive is to be given professional recognition by his or her colleagues. This award is, for me, the icing on the cake. The cake has been the opportunity of working with, and getting to know, people who have contributed in large measure to energy education. This includes fellow teachers and colleagues in both the Ministries of Education and of Colleges and Universities and in the Ministry of Energy."

Jack is described by his peers as a pioneer in the field of energy

education and as a professional who has made a significant contribution to energy education, in co-operation with other government officials, both federal and provincial, as well as with members of the private sector. His contributions include the development of curriculum materials, teacher aids, and energy publications and the planning and encouragement of workshops and seminars for teachers over the past eleven years (since the first energy crisis in 1973).



## Ralph Benson appointed Assistant Deputy Minister, University and Student Affairs

Ralph Benson, Ph.D. has been appointed Assistant Deputy Minister, University and Student Affairs. He replaces Mr. Ben Wilson who recently was appointed Chairman of the Ontario Manpower Commission.

Dr. Benson has had a long association with educational finance. He joined the Ministry of Education as Grants Research Officer in 1971 and later became Chief, Education Finance. In 1982 he was appointed Assistant Deputy Minister, Finance and Policy, in the Ministry of Agriculture

and Food. Dr. Benson is recognized in Canada for his contributions to the field of educational finance and has lectured extensively in this area.

In his new position, Dr. Benson will head the division of the Ministry of Colleges and Universities responsible for the development, planning, and co-ordination of government policy regarding Ontario's university system and financial assistance systems for students attending Ontario post-secondary institutions.

## Student parliament held during Education Week

Secondary school students from 125 schools took over the provincial Legislature May 2 for a day-long student parliament.

It is the first time in Ontario's history that the Legislative Chambers at Queen's Park was used by an outside group.

The 125 student members represented the ridings of their elected counterparts and were divided on the same party basis as the House now in session at Queen's Park.

A Bicentennial project, the student parliament was co-sponsored by the Ontario Secondary School Students

Association and the Ministry of Education and was held as part of Education Week.

The student parliament spent a full sitting day, starting in the morning with question period. Topics discussed during the sitting included land expropriation, forest restoration, financial aid to ailing companies, public employees right to strike, medicare and unemployment. The parliament also dealt with bills and three private members resolutions.

Prior to the sitting the students met party house leaders and members who familiarized them with legislative procedures.

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# Two Hamilton students work on vintage aircraft

HAMILTON — The Canadian Warplane Heritage Museum has added co-operative education for high school students to its range of educational activities during Bicentennial Year.

Located at Hamilton Civic Airport, Mount Hope, the site of a former station of the British Commonwealth Air Training Plan, the CWH museum now maintains more than 40 historic warplanes in flying condition.

This February, CWH Curator Phil Nelson entered into a co-operative education agreement to take on one Grade 13 and one Grade 12 student who are now earning two secondary school credits by working without pay three hours a day at CWH.

In another expansion of education services, CWH recently added an assistant curator, Anna Bradford, to promote school tours, design materials for teachers, serve as educational liaison, and to plan Bicentennial events at the CWH museum.

Grade 13 student Larry Pelliotta, who hopes to become an aircraft mechanic, now spends half his school day working to

restore a Grumman Avenger that saw service as a torpedo bomber aboard the Canadian aircraft carrier HMCS Magnificent.

Working under the guidance of CWH's chief engineer Ken Klein, Larry said he is thrilled to help install the Avenger's Wright Cyclone piston engine, and looks forward to the possibility of flying aboard the restored aircraft this spring. After a morning of work, he drives to St. Thomas More Comprehensive School for an afternoon of academic subjects including mathematics, his favourite.

Grade 12 student Vincent Scime of the same school has a less technical co-operative assignment — assisting Ms. Bradford in historical research on CWH aircraft, and compiling file materials which can be used by teachers. Vincent earns two credits for a half day of unpaid work, and goes to regular school classes the rest of the day. History has been his best subject in school, and by pursuing it at CWH he hopes to work out his career plans.

Both co-operative placements

were arranged by Howard Barrey, co-ordinator of co-operative education for the Hamilton-Wentworth Roman Catholic Separate School Board, and Joseph Rapsavage, an official of the board.

Mr. Rapsavage said the board maintains close liaison in matters of co-operative education with the two other school boards in the Hamilton area, the Hamilton Board of Education and the Wentworth County Board of Education. The three boards have a joint committee on co-op education, and have published a common booklet for distribution to Hamilton area employers.

"Co-operative education has inspired co-operation among the three boards," Mr. Rapsavage said. "Now, even our three directors meet regularly to assure effective promotion of co-op education and other community-based services, without competition."

At CWH, Ms. Bradford said negotiations are underway for other co-operative education placements involving the two other area boards. Co-op place-

ments have also been arranged with Centennial College of Applied Arts and Technology in Scarborough, which now has three of its aircraft technology students working at CWH full-time.

"CWH has a great deal of restoration work to do on many aircraft, and we are looking forward to having as many co-operative education students as possible," Ms. Bradford said. "We welcome inquiries from school boards."

A major undertaking at CWH will be the construction this spring of a memorial park to fallen Canadian and Commonwealth airmen, a Bicentennial project of CWH. On a site close to the CWH hangars, there will be a new public park, children's playground, and bandshell surrounded by first-generation jet aircraft of the RCAF. The site will be known as the British Commonwealth Air Training Memorial Park.

With careful educational planning, a number of areas for co-operative education can be arranged for school-and-work projects related to the new park, said Curator Nelson.

Another CWH program of interest to teachers is an art display, *The Art of Canadian Aviation*, on exhibit from June 1

to June 30. Works by Canada's foremost aviation artists have been lent by several galleries and private collectors. School groups are welcome to attend by making arrangements through the number listed below.

On June 16 and 17, the 10th annual Hamilton International Airshow will feature historic aircraft in flight. Theme of this world-class flying display is "The Heritage of Canadian Flight", celebrating the 60th anniversary of the RCAF, with visiting aircraft from Britain and the United States.

Another Bicentennial undertaking that involves CWH is "Aviation Heritage Days in Hamilton", being held from June 4 to 17. It is a celebration of local historical events in aviation, including city-wide displays, special school events and media coverage.

CWH Inc. is a registered Canadian non-profit foundation under the official patronage of His Royal Highness, the Prince of Wales.

Further information about educational programs at the museum may be obtained by writing to: Canadian Warplane Heritage Inc., Hamilton Civic Airport, P.O. Box 35, Mount Hope, Ontario L0R 1W0. The telephone number is (416) 679-4141 for educational tour bookings.

# Humber students to present original musical to Ontario communities

Theatre and music students from Humber College will sing and dance their way across Ontario this summer, in a revival of the old-fashioned travelling road shows which once crisscrossed this province.

Entitled "An Ontario Bicentennial Celebration", the cabaret of thirty performers is Humber's contribution to the province's 200th anniversary celebrations. The performers will travel across Ontario with a brightly painted forty-five-foot trailer which can be converted very quickly into a stage.

The project has been funded by a grant of \$300 000 from the Government of Ontario. Philip Adams, Assistant Deputy Minister of the Ministry of Education's Administration Division, encouraged Humber College to put forward a proposal for a bicentennial "road show" because of his confidence in the programs and students at Humber College. "I know they will mount a truly professional and exciting show," says Mr. Adams. "This show will be scheduled to play at many local events across Ontario and will transform them into real bicentennial celebrations."

The show itself will feature singing, dancing, and instrumen-

tals depicting particular Ontario characteristics. A segment entitled "The Windsor Strut" will describe, in song and dance, the Windsor and Essex County areas, including the Canadian-American border and the Ambassador Bridge. Another segment will describe the popular Kitchener-Waterloo Oktoberfest with a focus on German dancing and cuisine. A Great Lakes Seaway segment, sung by three "sailors", will describe the marine scene in Ontario, while a song about the miners of our North will narrate the history of the silver and gold discoveries.

A multiscreen audio-visual show, produced by students in the audio-visual program, will serve as a backdrop to the performances and will feature scenes of the subject being described in the songs.

"We want this entertainment to be as colourful, lighthearted, and cheerful as possible," said Howard Cable, Music and Theatre Director at the College. He wrote the show's eight musical numbers and is directing the thirty-five-minute program. "With choreographers like Don Calderwood and Paula Gallivan we are sure to have a hit on our hands!" he says. "And wait until

Ontario sees the more than sixty fabulous costumes that Judy Peyton-Ward from George Brown College, has designed for the cast. It's a show you don't want to miss!" he adds enthusiastically.

"It will be just like the old tent shows which used to travel the province. We'll pull up in our tractor-trailer, draw out a twenty-foot stage from the side of the trailer, and set up a canopy with portable lights. In less than two hours the show is ready to go," Mr. Cable said.

The show, which will visit fifty-two communities of varying sizes across Ontario, is generally scheduled in conjunction with community events. The show will be repeated up to six times at every location.

The troupe comprises twenty singers, ten musicians, and a technical crew of four. The students are volunteering about fifteen hours a week for rehearsals on an extra-curricular basis. When the show tours Ontario from mid-May to Labour Day, the students will be paid under the Ontario Government's Experience '84 student employment program.

The schedule includes tours of southern and central Ontario until the end of June, eastern Ontario in early July, northern Ontario from mid-July to late August, and central and southern Ontario again until Labour Day.

"We'll have our 'grande finale' at the Canadian National Exhibition on Labour Day. By that time, our students will know whether or not they still feel that there's no business like show business," concludes Mr. Cable.

**Note:** For those who are wondering if the Mr. Cable in the article is the legendary one who has entertained three generations of Canadians with his lyrics and music — yes, it's none other!

# Frontenac teachers stage bicentennial play

KINGSTON — In a dramatic turnabout for Bicentennial Year, Kingston students have seen their teachers take to the stage to perform a play about the Loyalist settlement here in 1784.

The Frontenac County Teachers' Theatre Company, composed of about 30 area educators, staged a run of 18 performances at nine schools of an original play, *Loyalists*, written by teacher Gordon Love.

Starting with two performances at Queen Elizabeth Collegiate and Vocational Institute on February 20, the teachers' troupe drew an excited response from thousands of elementary and secondary students in a play that vividly dramatized the Loyalists' rigours.

Jim Coles, arts co-ordinator for the Frontenac County Board of Education, was the official responsible for the production. As a keen performer of music and drama, he took a major role in the play, acting the part of a Loyalist father, playing period and original songs on his fiddle. (In his spare time Mr. Coles also plays violin in the Kingston Symphony Orchestra.)

*Loyalists* explores the rugged life of a formerly comfortable, middle-class family from Albany, recently arrived in the wilderness area that became Kingston, having fled the prospect of torture by Yankee rebels.

The play reveals many physical and moral problems of the early settlers, some of whom decided to establish trade links with the "damned Yankees" in neighbouring Oswego, for the sake of survival, as soon as the Revolutionary War ended.

The play is the latest venture in the 10-year history of the teachers' theatre group, whose purpose is to provide plays which relate directly to the school curriculum for students from kindergarten to Grade 13.

In any given year, up to 30

classroom teachers can be involved creating several separate plays for various divisions of the school program. Sometimes, scripted plays are purchased, but often, as in the case of *Loyalists*, a member of the company writes a play or the cast creates a play through collaboration and improvisation. Cast members visit schools in advance of performances to develop curricular involvement.

Rehearsals are held on personal time, but the Frontenac County Board pays for supply teachers when the cast is doing school performances. The board also provides a budget for costumes and portable sets.

*Loyalists* playwright Gordon Love, a teacher at Loyalist Collegiate and Vocational Institute, also served as co-director of the play, along with Glen Stewart, vice-principal of Rideau Public School.

Some original songs and lyrics were composed for the play by the versatile Mr. Coles, whose performance of a musical duel with another character in the play drew a round of applause. As a parody of more traditional musical duets, the duel between a fiddle player and a singing adversary achieved a high artistic standard.

Jim East, a cast member and one of the original founders of the teachers' theatre company, said plans are being made to have the performance videotaped.

Seven secondary schools and two elementary schools in the area were locations for the performances, but many pupils from feeder schools came by bus.

Mr. East said plans are underway to provide more productions in the fall. In addition, the group is often called upon to perform dramatic skits on curriculum matters at professional development days for teachers in many areas of Eastern Ontario.

# Resource guide emphasizes values

A new Ministry of Education resource guide which was recently distributed to the province's elementary schools is designed to assist educators in achieving the value-related goals found in the Ministry of Education policy document for grades K to 6, entitled *The Formative Years*. The resource guide, which is entitled *Personal and Societal*

*Values*, emphasizes the fact that values permeate the entire curriculum of the school. It stresses the importance of basing school and classroom environments upon principles which maximize justice, respect and caring. It provides guidelines for helping children to reflect carefully upon the values and issues found in many areas of the curriculum.



# OAIP provides basis for testing program

The Speech from the Throne presented at the opening of the new session of the Legislature of Ontario on March 20, 1984, announced that:

"In consultation with the Council of Ontario Universities and the Ontario Teachers' Federation, the Government will work to design a province-wide testing program necessary to assess the effectiveness of our curriculum and the performance of our students. The teacher in the classroom is the cornerstone of excellence in education, and, to a great extent, the promise of Ontario. However, to assist the Government in meeting its responsibilities and parents in participating in their children's education, such tests will help all of us maintain the high quality of our education system"

As a result of this announcement the Minister has launched a process of consultation with the Provincial Advisory Committee on Evaluation Policies and Practices (PACEPP). This 30-member committee, chaired by Dr. Bernard Shapiro, Director of the Ontario Institute for Studies in Education, includes representatives from business, labour, and parental groups, as well as from the educational community. It was established to act as an advisory and consultative body to the Minister about provincial policies and needs related to evaluation, such as:

- methods of dissemination, appropriate uses, and priorities for further development of the Ontario Assessment Instrument Pool;
- specific evaluation tasks and programs such as Cooperative Reviews and Provincial Reviews;
- services to assist local jurisdictions in system and program evaluations;
- performance appraisal of professional staff.

In the area of province-wide testing of student achievement, the following are a few basic principles which underlie evaluation policy and practice in Ontario.

- Evaluation of student achievement is necessary to meet accountability and reporting responsibilities of educators at all levels to the students, the parents, and the general public of Ontario.
- Evaluation of student achievement should be continuous and an integral part of instruction; thus, the classroom teacher has the prime responsibility.
- The use of a variety of techniques provides the most comprehensive picture of student achievement. These techniques include self-evaluation, observation, interviews, questionnaires, teacher-made tests and examinations, standardized tests, and the Ontario Assessment Instrument Pool/Banque d'instruments de mesure de l'Ontario (OAIP/BIMO).
- The results of evaluation of student achievement need to be interpreted in a meaningful way and communicated clearly to students and parents.

An elaboration of these principles is provided in *Ontario Schools: Intermediate and Senior Divisions* (1984):

## Evaluation of Student Achievement

Evaluation is not an end in itself; it is rather a part of the learning process for both the student and the teacher. Formative evaluation occurs during the course of learning; evaluation of student progress is made from the beginning of a program or unit of study until the end of it. Formative evaluation is a tool designed to keep both students and teachers aware of objectives to be achieved and to inform them of progress. When progress falters, a diagnosis is made, and the program, the learning materials, the teaching strategies, or the student's own approach to the subject may need to be adjusted. If a pretest indicates that a student or group of students already has mastered much of the material intended to be taught, the teacher may then consider teaching only the unknown skills or concepts extending the unit, or enriching the unit.

Summative evaluation takes place at the end of a unit or period of time. The purpose is to judge the student's achievement in relation to the stated objectives of the course. However, no matter what evaluation processes are used within individual courses to assess a student's achievement, it is still necessary for the principal and staff to have a method of monitoring the overall progress of that student through school. Once an individual student's progress and achievement have been evaluated, they should be recorded as clearly and completely as possible. The data of scholastic achievement shall be recorded on the Ontario Student Transcript.

Procedures for evaluating student progress should be sufficiently varied to meet the requirements of different individuals and groups of students, different courses, the three levels of difficulty, and a variety of learning environments. For most purposes, it is recognized that the most effective form of evaluation is the application of the teacher's professional judgement to a wide range of information gathered through observation and assessment. In order to help teachers evaluate student achievement, curriculum guidelines will describe appropriate evaluation techniques.

In the evaluation of student achievement the Ministry of Education has several roles. These include:

1. establishing and enunciating policies through statements in circulars (e.g., The Formative Years, OSIS) and curriculum guidelines;
2. supporting the student evaluation efforts of educators at the local level through:
  - (a) provision of quality assessment materials through the Ontario Assessment Instrument Pool (OAIP) and the

## Curriculum Development Projects

### A. New projects

Subject	Nature of development	Project coordinator and phone number
Computer Applications in Elementary Education	Support materials	Fran Moscall 965-5658
Drug Education	Bibliography of resource materials and agencies	B. A. Johnston 965-5986
Native Language Core Program Guideline for Primary, Junior Intermediate and Senior Divisions	Proposal stage	N. K. Lickers 965-2224
Ontario Academic Courses (Classics)	First drafts now complete	D. B. Maudsley 963-2782
Physical and Health Education	Guideline (Grades 7-12/OACs)	B. A. Johnston 965-5986

### B. Projects in progress

Subject	Stage of development	Project coordinator and phone number
Basic Level Education Project	Input being received and analyzed	M. Liebovitz 965-9672
Ontario Academic Courses (Classics)	First Draft	D. B. Maudsley 963-2782
<i>Business Studies Guidelines</i> Non Subject Sections Grades 7 and 8 Program Grades 9-12 Program	Working draft by May 31/84 Working draft by May 31/84 Working draft available and distributed January/84	T. Tidey 965-2450
Ontario Academic Courses Complete Guideline	Working draft by May 15/84 Validation draft distribution Aug./84	T. Tidey 965-2450
Continuing Education Guideline	First draft nearing completion (June/84)	D. B. Maudsley
"Discipline" a support document to OSIS	Formal first draft ready for validation	T. P. Matsushita 965-2450
Drug Education Program Grades 7 and 8	Videotape completed	B. A. Johnston 965-5986
Family Studies Guideline Grades 7-12/OAC	Preparation of draft	Shirley Harrison 963-2491
Geography Guideline for Grades 7-12/OAC	A draft design prepared by October 1984	R. H. Goddard 965-5653
Mathematics Guidelines Intermediate and Senior	Completing preparation of validation draft	D. W. Alexander 965-9672
Native Languages component in Modern Languages guideline	Writing	N. K. Lickers 965-2224
Ontario Academic Courses (English)	Production	J. George 965-5355
Basically Right (A support document for basic level English programs)	Production	J. George 965-5355
<i>One step at a time:</i> Education and Career Explorations, 1984, a resource document for Grades 7 and 8	Distributed in May	J. MacKenzie 965-3592
Physical and Health Education Support Document: Grades K-6 (CIFT)	Final revision stage	B. A. Johnston 965-5986
1. The Primary Years Resource Guide	Editing	A. Robbins 965-2224
2. The Primary Years Support Materials	Production	A. Robbins 965-2224
Science Guidelines Grade 7 to OAC	Senior Chemistry courses are being validated Other sets of courses will go out for validation before the summer Additional courses will be developed this summer for validation over fall and winter	J. Bell 965-2680
History/Contemporary Studies (Economics, Law, Man in Society, People of Native Ancestry, People in Politics, World Religions)	Draft to be prepared in July 1984	D. C. Johnston 963-2491
<i>Technological Studies</i> Part A (Overview)	Validation recommendations being incorporated into final draft	T. Matsushita 965-2450
Part B (ten subject groups) Transportation Construction Electrical Food Graphics Horticulture Materials Processes and Design (Industrial Arts) Manufacturing	Validation Stage	G. T. Isford 963-2782

continued on page 4



Personal Textile	Revision of draft	
Part C (OAC's)		
Analog and Digital Electronics	Validation stage	
Computer Technology — Interfacing		
Fluid Power and Control		
Visual Arts Intermediate and Senior Divisions Curriculum Guideline	Validation for the English version (completed March 31/83) Preparation of the manuscript for editing will be taking place until the end of June	A. Audet-Siewert 965-2665

### C. Projects completed

Subject	Distribution date	Project coordinator and phone number
Drug education book, <i>Pot Safari</i>	April 1984	B. A. Johnston 965-5986
Guidance 1984 Intermediate and Senior Division Curriculum Guideline	English: March French: April	J. Mackenzie 965-3592
Personal and Societal Values, 1983 A resource guide for the Primary and Junior Divisions	February, 1984	R. Wideman 965-2177

## Curriculum Development Projects French

### A. New projects

Subject	Nature of development	Project coordinator and phone number
Littérature pour jeunesse (Children's Literature)	C.I.T. document—children's literature in the Primary and Junior Divisions (English/French).	Francine Morissette 965-1802
Les ordinateurs à l'élémentaire (Computers in Elementary Education)	Policy statement (English/French)	Pierre Lalonde 965-1802
Les premières années de formation (The Early Primary Years)	Policy Statement (English/French)	Francine Morissette 965-1802

### B. Projects in progress

Subject	Stage of development	Project coordinator and phone number
Anglais pour l'enfant francophone (cycles primaire et moyen)	C.I.T. document—the teaching of English to francophone students in the Primary and Junior Divisions.	Francine Morissette 965-1802
Les arts dans les écoles de l'Ontario—un document de travail.	French version of «The Arts in the Schools of Ontario—A Discussion Paper»—in editing and printing.	Francine Morissette 965-1802
Les arts visuels	C.I.T. document for Primary and Junior Divisions—Revision of draft	Francine Morissette 965-1802
L'énergie—M4	Translation and adaptation of «Energy J-4». Awaiting final draft of English version.	Pierre Lalonde 965-1802
Hygiène	Translation and adaptation of C.I.T. document «Health Education», Primary and Junior Divisions—awaiting final draft of English version.	Francine Morissette 965-1802
Éducation physique	Translation and adaptation of C.I.T. document «Physical Education», Primary and Junior Divisions—awaiting final draft of English version.	Francine Morissette 965-1802
Histoire des Franco-Ontariens	C.I.T. document—Intermediate Division—Revision of 2nd draft and validation.	Pierre Lalonde 965-1802
L'image stéréotypée de la femme	Revision of existing document—in final stages of editing.	Robert Millette 965-1802
Musique—Programme-cadre (cycle intermédiaire)	Guideline—Intermediate Division—first draft completed	Robert Millette 965-1802
Les premières années	Translation/adaptation of English version «The Beginning Years».	Nicole Wilcox 965-1802
Sciences	C.I.T. document—Primary and Junior Divisions—Typesetting.	Pierre Lalonde 965-1802
Valeurs personnelles et influences sociales	C.I.T. document—Translation/adaptation of «Values, Influences and Peers» (Project V.I.P.)	Robert Millette 965-1802
Valeurs personnelles et sociales	French version of «Personal and Societal Values»—Identification of writing team.	
Histoire/Études contemporaines (L'économique, Le droit, L'homme et la société, Les autochtones du Canada, La politique et nous, Les grandes religions)	Working draft by July 1984	M. Godbout (613) 225-9210

### C. Projects completed

Subject	Distribution date	Project coordinator and phone number
L'expression dramatique	January 1984	Francine Morissette 965-1802

Banque d'instruments de mesure de l'Ontario (BIMO);  
(b) publication of research; e.g., *Evaluation of Writing in Ontario: Grades 8, 12, and 13*, Review and Evaluation Bulletin, Vol. 1, No. 2, 1979;  
(c) description of appropriate evaluation techniques in curriculum guidelines and support documents, e.g., *Computer Studies*, Intermediate and Senior Divisions, 1983.

3. gathering information on the achievement of students in Ontario schools in order to meet the reporting and accountability responsibilities of the Minister to the public for the quality of education in Ontario.

In the press conference following the Throne Speech, the Honourable Bette Stephenson, M.D., Minister of Education, indicated that the province-wide testing program would be based on the Ontario Assessment Instrument Pool (OAIP).

One possible approach to province-wide testing would be to focus on OAIP for Ontario Academic Courses (OACs) in the Senior Division. OACs designed primarily for university entrance are, by and large, quite specific. This characteristic of OACs could facilitate the development of a large number of questions in a variety of formats for purposes of province-wide testing. As each of the OACs is completed, work could begin on questions for use in a testing program. In addition to any province-wide testing initiative, teachers could continue to be free to select and use items from the OAC subject pools in combination with questions they choose to construct.

Another possible approach would be to administer a testing program in selected subjects for purposes of summative evaluation at the end of each division, e.g., Primary, Junior and Intermediate. Such an initiative would be similar to what is currently being done in a number of other jurisdictions in Canada. However, in order to move in this direction, it would be necessary to develop OAIP subject pools in areas where none currently exist.

OAIP was originally produced in response to public and professional need for improved techniques and strategies for evaluating student achievement and the effectiveness of programs. A recommendation, in 1977, by the Minister's Work Group on Evaluation and Reporting set the stage for the work that followed. The group recommended the development of "a bank of specific objectives and corresponding test items and instruments based on curriculum objectives that would be available to teachers for their use in the diagnostic testing of students".<sup>1</sup>

Classroom teachers, curriculum specialists, and experts in testing developed the instruments jointly and then refined them to ensure their practicality in the classroom as well as their quality as assessment tools. In each subject area, a group of educators, known as a Subject Advisory Group, has been responsible for seeing that the assessment instru-

ments reflect the intent of the provincial curriculum guidelines.

Each word in the name is significant. All materials in the pool correspond to the objectives and content of Ontario Ministry of Education curriculum guidelines. The term *assessment* implies analysing the information used for evaluation. *Instrument* is used to describe a variety of questions and techniques, such as multiple-choice or open-ended items, which measure a student's proficiency in the skills and competencies outlined in the curriculum guidelines. The collection of instruments in each subject area is called a *pool* because of the large number available to users.

Questions in each of the subject pools relate to the ministry curriculum guidelines. They are presented in a variety of forms, including multiple-choice, matching, completion, ranking, and open-ended questions. This variety allows users to evaluate all the major skills in relation to the wide range of objectives outlined in the curriculum guidelines.

Assessment instruments in each of the subject pools can be used by teachers to assess student performance. This can be done on an individual basis, in groups, or with the entire class. In subject areas where performance data is available on a province-wide basis, such as in Intermediate Division English and mathematics, classroom teachers can compare their students' results with the provincial scores. For example, in the mathematics pool, the following question is one of several instruments used to test addition of decimals:  $0.6 + 0.08 + 0.24 = \underline{\hspace{1cm}}$ . As a result of testing a representative sample of students across the province in the 1981 Field Trials of Intermediate Division Mathematics, it has been determined that 76 per cent of students in Grade 8 can answer this question correctly. With this information at hand, teachers will be able to compare the level of achievement attained by their students with the provincial level.

The OAIP subject pools are distributed free of charge to Ontario school boards for delivery to all publicly supported schools. Teachers and other educators have ready access to any pool at any time for use in assessing school programs or student progress, or for any other instructional purpose.

Over the course of the next several months a new initiative for evaluating student achievement and program will be defined. Among the questions to be addressed in developing a policy using OAIP are the following:

- What subjects and grades will be the focus of a province-wide testing program?
- How often will the testing program be conducted?
- What use will be made of the scores?
- To what extent will the results influence final school marks?
- Should the testing program concentrate on the OAC level?

Should you wish to offer any comments or suggestions on the proposed initiative, please direct your correspondence to the Director, Evaluation and Supervisory Services Branch, 21st Floor, Mowat Block, 900 Bay Street, Toronto, M7A 1L2.

<sup>1</sup> Report to the Minister of Education, the Hon. Thomas L. Wells, of the Work Group on Evaluation and Reporting, Ministry of Education, Ontario, April 1977, p. 16.